

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St John's CE Primary school
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Therese Pullan, Headteacher
Pupil premium lead	Therese Pullan, Headteacher
Governor lead	Sonia Shah, Governor for PP

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,210.00
Recovery premium funding allocation this academic year	£2610.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,820

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	SEMH- children are displaying more social, emotional, and mental health issues. We see this in their behaviours, friendships and discussions with parents.
2	Writing- assessments show that disadvantaged pupils are not achieving as well as peers and writing is an area across the school that needs to be improved.
3	Gaps in learning due to COVID
4	Attendance- attendance monitoring shows disadvantaged pupils have lower attendance than peers
5	Financial barriers at home- families are unable to access technology, uniform or access clubs and trips when enrich the curriculum for all children.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonics attainment among disadvantaged pupils.	Disadvantaged pupils show improvement in phonics score and will pass Year 1 or retake in Year 2
Improved reading attainment and progress for disadvantaged pupils at the end of KS2	Disadvantaged pupils show improvement in reading attainment and progress.
Improved writing attainment and progress for disadvantaged pupils at the end of KS2	Attainment and progress of DP is at least in line with peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from pupil voice, including pupil surveys and parent surveys and staff observations, particularly during unstructured times in the school day.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is above 95%
To ensure access to rich and varied opportunities for all children, particularly our disadvantaged children, within and beyond the curriculum.	Evidence of disadvantaged children participating in enrichment activities through curriculum and extracurricular activities to broaden their experience and build cultural capital.

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a new DFE validated SSP and staff training in new phonics scheme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.  (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3, 4
Additional Catch-up sessions targeted at disadvantaged pupils who require further phonics support.	Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	3, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1
Purchase of standardized diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	3, 4

Training for staff to ensure assessments are interpreted and administered correctly.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF 1 2 3 4 7 including those who are high attainers	3, 4,
Curriculum Support Staff	Support staff to support disadvantaged pupils in class.	1,3, 4
Introduction of the NELI programme (The Nuffield Early Language Intervention)	Identifying children's language needs early and providing them with targeted language support ensures they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 7,820

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To improve and support SEMH across the school for all children.	Play therapist- SDQ and other questionnaires completed before and after sessions show improvement in SEMH in school and home.  ZOR- children are regulated and ready for learning. Survey's completed before and during ZOR input.	1
To improved friendship issues that may arise during break and lunchtimes.	Peer mediators' scheme- enabling children in Year 6 to take on the role of peer mediators, helping children to resolve conflict through conversations.  Reduction in amount of friendship issues that occur during lunchtimes	1
Embedding principles of good practise.  Work with families to improver attendance	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3
To ensure funding is available for children to take part in clubs and trips.	Children are able to take part in all aspects of school life.	5
To implement the Resilience Toolkit using a Whole School Approach	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning (1,2) as well as their physical and social health and their mental wellbeing in adulthood  <a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a>	1, 2, 3, 4,
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

**Total budgeted cost: £27,820**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider